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ABSTRACT

Consisting of items from the 1998 Minnesota Comprehensive Assessment as well as some items created specifically for the Practice Test, this Practice Test intends to be representative of the type of test and contain items similar to those that appear on actual grade 5 reading tests. These practice tests are not intended to be psychometrically reliable test forms and are intended to familiarize teachers and students with the testing format. It gives general instructions for the tests and is divided into four Sessions each containing one to four short reading passages or exercises with questions. It also gives an Answer Booklet; a page for student open-ended response items (one per session); a Reading Answer Key; and a key for coding question and passage types in a section entitled Reading Objectives. It also presents a General Scoring Rubric and (for each of the four writing passages) an Item-Specific Scoring Rubric and five Open Response Samples from students. (SC)

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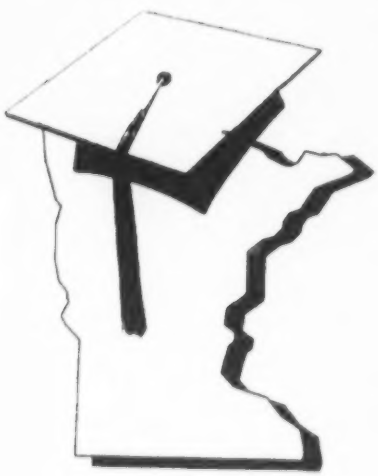
ED 460 357

Minnesota Comprehensive Assessment

GRADE 5

Reading Practice Test



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CS 013 600

This Practice Test consists of test items from the 1998 Minnesota Comprehensive Assessment as well as some items created specifically for the Practice Test. These items are intended to be representative of the TYPE OF TEST and contain items SIMILAR to those that appear on actual tests. Practice Tests are not intended to be psychometrically reliable test forms; they are intended to familiarize teachers and students with the testing format.

Reading Test

General Instructions

- There are four parts to the Reading Test. Before you begin each part of the test, your teacher will read the instructions to you.

- For parts 1 and 2, you will read stories, poems, and other selections. Then you will answer questions about what you read. Answer each multiple-choice question by filling in the circle in your answer booklet next to the answer you think is best. The sample question below shows you how to do this.

Sample Question: Which word below means the same as the word part?

A. section

B. whole

C. hole

D. play

Sample Answer: ● B C D

- For some questions, you will write your answers on the lines in the answer booklet. Be sure to write your answers clearly.

Please stop when you finish each part of the test. You may review your answers in that part of the test, but you may not go back or forward to work on any other part. Your teacher will tell you when to begin the next part of the test.

Note: These are the instructions in the 1998 Reading Test Book. For the practice test, mark your answers on the answer sheet on page 38 of this document.

PLEASE STOP! DO NOT GO ON TO THE NEXT PAGE. STOP

Reading Test — Session 1

Below are two poems about people. Read them to find out what the authors notice about people. Then answer the questions that follow.

TWO PEOPLE I WANT TO BE LIKE

That man
stuck in traffic
not pounding his fists against the steering wheel
not trying to shift to the next lane
just
using the time
for a slow steady grin
of remembering
all the good unstuck times

and that woman
clerking in the supermarket
at rush hour
bagging bottles and cartons and boxes and
jars and cans

punching it all out
slapping it all along
and leveling a smile
at everyone in the line.

I wish they were married to each other.

Maybe it's better they're not,
so they can pass their sweet harmony around.

Eve Merriam

From *If Only I Could Tell You* by Eve Merriam. Copyright © 1983 by Eve Merriam. Reprinted by permission of Marian Reiner.

SOME PEOPLE

Isn't it strange some people make
You feel so tired inside,
Your thoughts begin to shrivel up
Like leaves all brown and dried.

But when you're with some other ones,
It's stranger still to find
Your thoughts as thick as fireflies
All shiny in your mind!

Rachel Field

Reprinted with the permission of Simon & Schuster for Young Readers, an imprint of Simon & Schuster Children's Publishing Division from *Poems* by Rachel Field (Macmillan, New York, 1957). Underline added by Advanced Systems in Measurement and Evaluation, Inc.

1. In the poem "Two People I Want to Be Like," how are the man and the woman alike?

   A. They are married to one another.

   B. They are both exciting people.

   C. They are surprised to be stuck in a certain place.

   D. They are both calm and pleasant in tense situations.

2. Which word **best** describes the speaker in "Two People I Want to be Like"?

   A. thoughtful

   B. mad

   C. disinterested

   D. worried

3. The poem "Some People" says that thoughts shrivel up. What would be the **best** example of something shriveling up?

   A. a cookie breaking into pieces

   B. a tadpole turning into a frog

   C. a bright firecracker exploding in the air

   D. a ripe grape turning into a raisin

4. In "Some People," the kind of person who would probably make your thoughts all shiny in your mind is someone who is

   A. confused.

   B. dull.

   C. interesting.

   D. boring.

5. Which is the **best** way to read and understand the poem "Some People"?

   A. Read the poem several times.

   B. Read the first and last line of the poem.

   C. Read the underlined words.

   D. Read the poem slowly and spell each word.

6. What do the two poems have in common?

   A. the number of verses

   B. the idea that other people can affect the way we feel

   C. the rhyme pattern

   D. the way they each describe one man and one woman

PLEASE GO ON TO THE NEXT PAGE

Use the glossary page below to answer the questions that follow.

pri-vate (PRIGH-vit) 1. Secret. 2. Not public. **private eye** A private detective: a detective who works independently or for an agency; not a police detective.

prop 1. Something put under or against an object to hold it up. 2. An object used in a play. 3. To hold up with a prop. 4. A person or thing that gives support to a person. **propped**, **propping**.

prop-er-ty (PROP-er-tee) 1. Something owned. 2. A piece of land that is owned. 3. A piece of furniture or any other thing that is used on a stage in a play; a prop. **properties**.

quan-ti-ty (KWON-tə-tee) An amount or number: Our family eats a large *quantity* of food. **quantities**.

ram 1. A male sheep. 2. A machine used to batter down walls. 3. To hit with force. **rammed**, **ramming**.

ra-vine (rə-VEEN) A deep, narrow cut in the earth.

PLEASE GO ON TO THE NEXT PAGE

7. What information is **not** given for the word property?

   A. how the word is divided into syllables

   B. how the word is pronounced

   C. more than one definition of the word

   D. an example of how the word is used in a sentence

8. What is the purpose of the information in parentheses after some of the words, such as (PRIGH-vit)?

   A. to give unusual meanings

   B. to show how to pronounce the word

   C. to show parts of speech

   D. to give different spellings

9. Which definition of the word prop most clearly matches the following sentence:

> The class collected all the props needed for the school musical.

   A. definition 1

   B. definition 2

   C. definition 3

   D. definition 4

PLEASE GO ON TO THE NEXT PAGE

Jackie Robinson was the first black man to play in the major leagues. Read the article entitled "Hero on the Ball Field" and then answer the questions that follow.

Hero on the Ball Field

50 years ago this month, Jackie Robinson broke major-league baseball's color line.

As a baseball player, Jackie Robinson won over the fans, his teammates—and his own hot temper.

Robinson was a line-drive hitter, an acrobatic fielder and the best base runner of his time. He was also the first African-American player in the big leagues in this century.

In Robinson's rookie year, 1947, baseball topped the sports world. Pro football and basketball were far less popular 50 years ago.

It was a rough time to be black, and not just for baseball players. In Southern states, black kids went to separate schools. Black people had to ride in the backs of buses. There were even separate drinking fountains for blacks and whites. In the North, things were a little better, but not much. There had not been a black player in the major leagues in more than 60 years.

Blacks—even those good enough to play major-league baseball—had their own teams and leagues.

The Guts *Not* to Fight Back

Jackie Robinson was a fiery competitor. "This guy didn't just come to play," an old baseball man once said. "He came to beat you!"

JACKIE ROBINSON AT A GLANCE

Born: Jan. 31, 1919, Cairo, GA

Died: Oct. 24, 1972

Batted: Right. **Threw:** Right.

Height: 5 feet 11 inches.

Weight: 195 lbs.

Lifetime statistics: Played in 1,382 major-league games; had a career batting average of .311 with 273 doubles, 54 triples, 137 home runs and 197 stolen bases.

Member of National Baseball Hall of Fame, Cooperstown, NY.

When the Brooklyn Dodgers signed Robinson, the club president, Branch Rickey, told Robinson he would have to curb his temper if he was abused or taunted by white players or fans. Rickey worried that if Robinson answered back, people who did not want blacks in baseball would say, "See, we told you blacks and whites should not compete."

Robinson asked, "Mr. Rickey, do you want a player who's afraid to fight back?"

"I want a player with guts enough *not* to fight back," Rickey said. "You've got to do this job with base hits and stolen bases and fielding ground balls, Jackie. Nothing else."

The Loneliest Man in Baseball

Jackie Robinson was the loneliest man in baseball in 1947. During spring training a half-dozen Dodgers players said they would not play if he joined the team. Branch Rickey put down that mutiny with stern words. Soon most Dodgers warmed up to Robinson. They saw he was helping them win games.

Opponents were not so friendly. Some made it as tough as they could for the black pioneer. A few tried to spike Robinson as they crossed first base, Robinson's position that year, on a close play. He was hit by pitches nine times. Once he was kicked as he slid into second base.

Many players and fans screamed racial taunts at him.

"Plenty of times I wanted to haul off when somebody insulted me for the color of my skin," he said later.

Robinson was not even safe from hate at home. The mail brought letters threatening his life. Some letter writers said they would kidnap his infant son, Jackie Jr., or attack his wife.

Still, a Great Rookie Season

Despite the great pressure on him, Robinson had a fine season. He batted .297, led the Dodgers in runs scored with 125, and hit 12 home runs. He led the league with 29 stolen bases. That may not seem like a lot today, but baseball was not a running game in 1947.

PLEASE GO ON TO THE NEXT PAGE

As a base runner, Robinson was constantly in motion. Pitchers worried more about him than the batter. Often the batter got a fat pitch to hit because the dancing Robinson distracted the pitcher.

Robinson sometimes "stole" bases after the ball was hit. He would race from first to third when the safe thing to do was stop at second.

But here is a fact that tells you how daring the muscular, pigeon-toed Robinson was on the bases: He stole home 19 times in his career, more than anyone since the early years of this century.

The Fans Loved to See Robinson

Fans—black and white—flocked to see Jackie Robinson play. In his first year, the Dodgers and four other National League teams set attendance records. He became a hero in black communities.

That year the Dodgers won the National League pennant but lost the World Series to the New York Yankees. Robinson was named National League Rookie of the Year.

Even before the 1947 season ended, Robinson's success paved the way for other black players. In July the Cleveland Indians signed Larry Doby, a slugging young outfielder, who became the first black player in the American League. A month later, pitcher Dan Bankhead, who had been with the Memphis Red Sox in the Negro American League, joined Robinson on the Dodgers.

League MVP in 1949

Jackie Robinson's best position was second base, but he played all four infield positions and some in the outfield.

From 1949 to 1952 he was one of the two or three best players in baseball. In 1949 he led the National League in batting with a .342 average and in stolen bases with 37. He was third in triples and runs scored. That performance earned him the league's Most Valuable Player award.

Robinson retired from baseball in 1957, the year before the Dodgers moved to Los Angeles. Five years later he was elected to the Baseball Hall of Fame.

He became an outspoken leader in the fight for equality for black people. Jackie Robinson proved himself a hero off the baseball field as well as on.

–Robert Peterson

"I had to fight hard against loneliness, abuse and the knowledge that any mistake I made would be magnified because I was the only black man out there. Many people resented my impatience and honesty, but I never cared as much about acceptance as I cared about respect."

—Jackie Robinson

Want to read more about Jackie Robinson? Robert Peterson, who wrote this article for Boys' Life, has also written "Only the Ball Was White" (1970, Prentice-Hall), a history of Negro League baseball players. Ask for it and these other books at your local or school library:

"I Never Had It Made," by Jackie Robinson and Alfred Duckett (several editions).

"Jackie Robinson: A Life Remembered," by Maury Allen (1987, F. Watts).

Younger readers might enjoy:

"Breakthrough to the Big League," by Jackie Robinson and Alfred Duckett (1991, Marshall Cavendish).

"Jackie Robinson: Baseball Pioneer," by Howard Reiser (1992, F. Watts).

"Jackie Robinson," by Richard Scott (1987, Chelsea House).

From *Boys' Life* April 1997

PLEASE GO ON TO THE NEXT PAGE

10. According to the article, what is the **main** reason Branch Rickey told Jackie Robinson not to fight back?

A. Rickey was afraid that Robinson might get injured.

B. Rickey wanted Robinson to learn how to be a line-drive hitter.

C. Rickey wanted Robinson to be respected by everyone.

D. Rickey was afraid that Robinson's family might be harmed.

11. This article can **best** be described as "biographical" because it tells about

A. one person.

B. a real person's life.

C. something from the past.

D. events from baseball history.

12. The author's **main** purpose in writing this article was to

A. warn the reader about the drawbacks of playing baseball.

B. persuade the reader to start playing baseball at an early age.

C. entertain the reader with an amusing story about a baseball player.

D. inform the reader about the qualities of a great baseball player.

13. The author's opinion of Jackie Robinson is one of

A. admiration.

B. fear.

C. envy.

D. disappointment.

14. The author described Robinson during a baseball game as a player who was

A. unconcerned.

B. cheerful.

C. determined.

D. casual.

PLEASE GO ON TO THE NEXT PAGE

Once there was an old man who looked at life in a different way from other people. Read the story to find out what he did, and then answer the questions that follow.

An Ancient Chinese Tale

Retold by Frances Carfi Matranga

Once in ancient China there lived an old man whose way of looking at life differed from that of the other people in his village. He never made quick judgments as to whether what happened to him was good or bad. His philosophy was "wait and see."

One day the old man's horse ran away. Since it was his only horse, his neighbors felt sorry for him and were quick to tell him so.

"Tsk, tsk, such a misfortune," they lamented, shaking their heads.

The old man's answer surprised them. "But how do you know it's bad?" he said.

A few days later his horse came back. With it were two wild horses. Now the old man had three horses. When the neighbors saw this, they congratulated him on his good fortune.

"But how do you know it's good?" he said.

The next day, while attempting to break in one of the wild horses, the man's son fell off and broke his leg.

Once again the neighbors came to express sympathy. "Such bad luck!" they commiserated.

"But how do you know it's bad?" the old man asked them.

The neighbors looked at him in disgust. Was he crazy? They decided not to have anything more to do with him.

The next day a warlord came through the village and took all the able-bodied young men off to war.

All but the old man's son.

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Art by Deborah Nourse Lattimore

PLEASE GO ON TO THE NEXT PAGE

15. How is the old man different from the other people in the village?

A. He always looks at the bright side of things.

B. He predicts the future.

C. He has better luck.

D. He never makes quick judgments.

16. What lesson do the people in the village learn from the old man?

A. You can never be sure what the future will bring.

B. The rich get richer and the poor get poorer.

C. It is better to love and lose than never love at all.

D. If things are bad now, they could get much worse.

17. What would **most likely** have happened in the story if the neighbors came and told the old man his house was on fire?

A. He would probably discover that his fire insurance had run out.

B. He would probably find hidden treasure beneath the ashes.

C. He would probably discover that the fire department had burned down.

D. He would probably learn that the water pump was broken.

18. Which word **best** describes the old man?

A. dignified

B. cheerful

C. patient

D. disagreeable

Please go to page 2 in your answer booklet to write your response to question 19.

19. Following the pattern in the story, tell the next **two** events that might happen. Explain how your answer fits the story pattern.

END OF SESSION 1

The teacher will instruct you before beginning Session 2.

STOP

Reading
Session 2

The teacher will instruct you before beginning Session 2.

15

Here is some information about pets. Use the checklist to answer the questions that follow.

WHAT MAKES A GOOD PET?

To help you decide what might make a good pet, we've put together a pet checklist. We've named a lot of the animals that are often kept as pets. We've shown some good points and bad points about each. And we've told you which are OK or not OK to keep. Which pet is for you?

PICK-A-PET CHECKLIST

PET	GOOD POINTS	BAD POINTS	OK TO KEEP
Guinea pigs	• Active during the day • Rarely bite or scratch • Affectionate	• Can be very messy • Very sensitive to dampness	YES
Domestic rabbits	• Easy to tame • Enjoy being petted • Good to cuddle	• Hard to housebreak • Shed lots of hair • Very sensitive to heat	YES
Sheep Goats	• Interesting to watch • Can be exhibited • Wool and milk can be used	• Against the law to keep in many places • Need shelter, pasture, fencing	YES
Mules Horses Ponies Burros	• Can be ridden, driven, used for work • Affectionate • Good exercise for owner • Beautiful to watch • Can be exhibited	• Can be costly to keep • Can kick, bite, or throw you • Need shelter, pasture, fencing • Need lots of care and training • Can be smelly and messy	YES
 Raccoons Other wild mammals	• Can be very interesting • Can be affectionate when young	• Against the law to keep in many states • Can carry deadly diseases • Can get mean when older	NO
Cats	• Small size • Easy to feed and care for • Can live indoors or out • Fun to hold and cuddle • Very affectionate • Need little daily care • Easy to find vet care for	• May scratch furniture or rugs • Litter pans can be messy • May kill birds or small mammals • May get insect pests • May scratch or bite • May make you sneeze	YES
Dogs	• Come in many sizes • Can live indoors or out • Fun to love and play with • Very affectionate • Can give protection • Easy to find vet care for	• Can be smelly, messy, noisy • May get insect pests • Need to be licensed and trained • May make you sneeze • May bite if annoyed • Need lots of attention	YES

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PLEASE GO ON TO THE NEXT PAGE

16

20. Look at the column called "GOOD POINTS." According to the checklist, what is alike about raccoons, cats, and dogs?

A. They all can live indoors.

B. They all can be affectionate.

C. They all can hurt you.

D. They all have claws.

21. Look at the column called "BAD POINTS." According to the checklist, what is alike about raccoons, cats, and dogs?

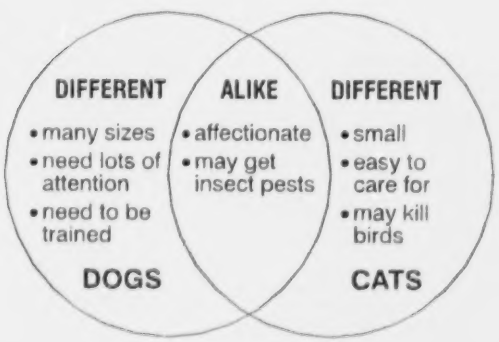
A. They all can live indoors.

B. They all can be affectionate.

C. They all can hurt you.

D. They all have claws.

22. Where should the information "may make you sneeze" be added to the following diagram?



A. DIFFERENT - dogs and cats

B. DIFFERENT - cats

C. DIFFERENT - dogs

D. ALIKE

23. According to the checklist, which one of these animals would **not** be a good pet for someone who lives in a hot climate?

A. a guinea pig

B. a cat

C. a goat

D. a rabbit

24. The **main** purpose of this checklist is to

A. list the best pets.

B. convince you to get a pet.

C. help you pick the best pet for you.

D. tell you how to take care of your pet.

25. Which statement is an **opinion**?

A. rarely bite or scratch

B. beautiful to watch

C. can live indoors or out

D. come in many sizes

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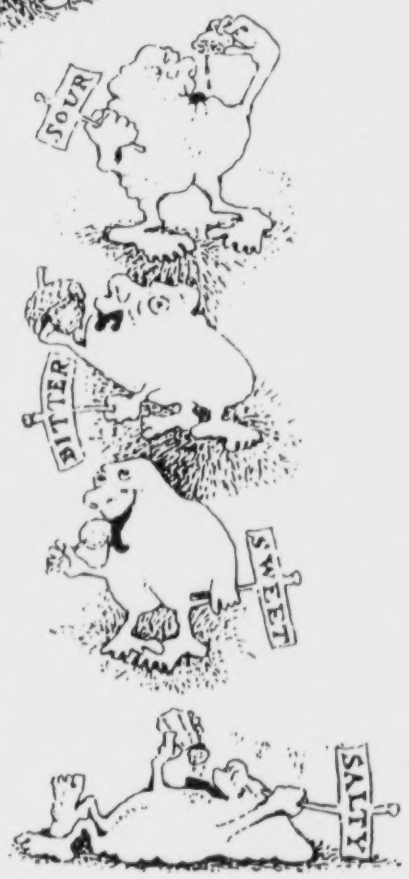
Read the following article to find out facts about taste buds and then answer the questions that follow.

EVERY TIME you put something in your mouth, your taste buds start working to sort out the flavor of the food you're eating, whether it is sweet, salty, sour, or bitter. But taste buds are much more complicated than you might think. How do they work?

First of all, your tongue is covered with little bumps called *papillae*. The papillae are very small on the tongue's tip, but in the middle and back of the tongue and in the throat, they are much larger and rougher. Yet it's not the papillae that help you taste. It's the groups of buds on the papillae — altogether nearly 10,000 buds. In turn, each bud is made of many taste cells, which are so tiny, you'd need a microscope to see them.

Taste is different from some of the other senses. Seeing and hearing, for example, are senses that tell you about things that happen away from your body. But taste, like the sense of touch, tells only about things that come into direct contact with your body — your tongue in this case. And taste is often called a chemical sense, because you actually taste the dissolved chemicals in food. When these chemicals touch the taste cells in your taste buds, nerves send messages to the brain, and you can taste what you eat. It sounds as though this process would take a long time, but it only takes a few seconds for you to recognize many flavors. Taste is, however, much slower than the other senses.



PLEASE GO ON TO THE NEXT PAGE

Sometimes it seems as though your sense of taste doesn't work at all. You may notice that you can't taste food when you have a cold and a stuffy nose. That's because you also use your sense of smell to help you taste. Just as you have taste receptors in your mouth, you have smell receptors in the nasal cavity behind your nose. As you chew food, some microscopic particles of the food float up your throat into the nasal cavity.

Taste also depends on the sense of touch. The tongue has touch receptors that tell you about the texture of food, whether it is crunchy or mushy, smooth or grainy. There are also receptors that tell you if something is peppery hot or minty cool. The temperature of certain foods can affect the way your taste buds respond. Sweet foods taste sweeter when warm, and bitter foods taste more bitter when cold. So eating food isn't simply a matter of tasting it in your mouth — you smell and touch it, too.

Since there are thousands of different tastes, you'd think there would be thousands of different types of taste buds. But there are actually only four basic types of tastes and taste buds: sweet, salty, sour, and bitter. All other tastes you sense are combinations of these.

The four types of taste buds are located on certain parts of the tongue. Sweet buds are on the tip of your tongue, the first to get touched. Farther back on the sides of the tongue are the salty and sour buds. Buds that taste bitter food are near the back and are the last to get a taste of anything. This is why you quickly taste sugar, but often you can't taste bitter food until you've swallowed it.

As you grow up, your taste for foods changes. Most babies like mild, bland food because they have many more taste buds than adults and are very sensitive to flavors. Babies even have buds on their cheeks. Your parents may enjoy heartier, spicier foods than you do, and your grandparents may prefer even stronger flavors, because the sense of taste weakens with age.

Text © 1992 by Diane Taylor. Drawings by Barbara Remington. From *Cricket* magazine February 1992.

26. When you have a bad head cold, you have trouble tasting things because

- **A.** you cannot smell very well.
- **B.** you feel too bad to eat.
- **C.** the sense of touch in your mouth is gone.
- **D.** your tongue gets swollen.

27. Some people like chunky peanut butter better than creamy peanut butter because

- **A.** they taste very different.
- **B.** they smell different.
- **C.** they feel different in your mouth.
- **D.** they look different on toast than on crackers.

28. Why do babies like mild, bland foods without much taste?

A. Their taste buds are not fully developed.

B. They have only half as many taste buds as adults.

C. They have only sweet and salty taste buds.

D. They have more taste buds than adults and are more sensitive to flavors.

29. If you put a lemon in the refrigerator for several hours before you eat it, the cold temperature would make it taste

A. sweeter.

B. saltier.

C. more bitter.

D. more textured.

30. What happens to your taste buds as you get older?

A. They become fewer.

B. They get stronger.

C. They stay the same.

D. They become more developed.

Please go to page 3 in your answer booklet to write your response to question 31.

31. Choose **one** of your favorite foods. Using information from the article, explain several ways in which your sense of taste helps you enjoy your favorite food.

END OF READING TESTING FOR DAY ONE
PLEASE TURN TO PAGE 22

If you want to check your answers to Session 2 Reading Questions (20–31), you may do so now.
After you have checked your answers, seal pages 03–22 with the red sticker.

End of Reading testing for Day One

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Reading Test

General Instructions

- There are two parts remaining to the Reading Test. Before you begin each part of the test, your teacher will read the instructions to you.

- For the remaining parts, you will read stories, poems, and other selections. Then you will answer questions about what you read. Answer each multiple-choice question by filling in the circle in your answer booklet next to the answer you think is best. The sample question below shows you how to do this.

Sample Question: Which word below means the same as the word part?

A. section

B. whole

C. hole

D. play

Sample Answer: ● B C D

- For some questions, you will write your answers on the lines in the answer booklet. Be sure to write your answers clearly.

Please stop when you finish each part of the test. You may review your answers in that part of the test, but you may not go back or forward to work on any other part. Your teacher will tell you when to begin the next part of the test.

PLEASE STOP! DO NOT GO ON TO THE NEXT PAGE. STOP

Reading Test — Session 3

The three poems you are about to read tell how the poets feel about spring. Read them and then answer the questions that follow.

Spring

I'm shouting
I'm singing
I'm swinging through trees
I'm winging sky-high
With the buzzing black bees.
I'm the sun
I'm the moon
I'm the dew on the rose.
I'm a rabbit
Whose habit
Is twitching his nose.
I'm lively
I'm lovely
I'm kicking my heels.
I'm crying "Come dance"
To the freshwater eels.
I'm racing through meadows
Without any coat
I'm a gamboling lamb
I'm a light leaping goat
I'm a bud
I'm a bloom
I'm a dove on the wing.
I'm running on rooftops
And welcoming spring!

Karla Kuskin

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Spring Is

Spring is when
the morning sputters like
bacon
and
your
sneakers
run
down
the
stairs
so fast you can hardly keep up with them,
and
spring is when
your scrambled eggs
jump
off
the
plate
and turn into a million daffodils
trembling in the sunshine.

Bobbi Katz

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Good-by My Winter Suit

Good-by my winter suit,
good-by my hat and boot,
good-by my ear-protecting muffs
and storms that hail and hoot.

Farewell to snow and sleet,
farewell to Cream of Wheat,
farewell to ice-removing salt
and slush around my feet.

Right on! to daffodils,
right on! to whippoorwills,
right on! to chirp-producing eggs
and baby birds and quills.

The day is on the wing,
the kite is on the string,
the sun is where the sun should be —
it's spring all right! It's spring!

N. M. Bodecker

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PLEASE GO ON TO THE NEXT PAGE

32. In the poem "Spring," the poet says, "I'm a gamboling lamb." What does the word gamboling **most likely** mean?

A. eating and resting

B. sliding and falling

C. jumping and skipping

D. listening and nodding

33. In "Spring Is," what is the poet **mainly** saying?

A. People can eat daffodils for breakfast in spring.

B. Things seem to take on a new life in spring.

C. Spring is a quiet season.

D. Spring is like wintertime, only warmer.

34. In "Good-by My Winter Suit," the poet says, "the sun is where the sun should be." What does this **most likely** mean?

A. The air is filled with birds and insects.

B. People feel like flying.

C. Time is passing very slowly.

D. Days get longer in spring.

Sometimes it's hard to move away from a familiar place. The story you are about to read tells how a girl named Elizabeth handles this situation. Read the story and then answer the questions that follow.

THE MOVING GAME

Elizabeth sat alone at the breakfast table. She turned her spoon over in her mouth and licked the inside with her tongue to keep from crying. She gazed around the kitchen. This was the only real home in the whole world. Who wanted a *new* home? But that's what Mom and Dad had gone to Portland, Oregon, to find. She wished that they were here right now at the breakfast table with her. But they were gone, and Mrs. Tuttle was here.

The cereal in Elizabeth's bowl was soggy. She had poured in too much milk. The toast was too brown – and already cold. She didn't want it. There was such a lump in her throat that she didn't want anything.

She pushed back her chair, carried her dishes to the sink, and went out the back door. The path by the garden was cool under the maple trees. Many of the flowers were in bloom. How could a new home have a garden like this?

At the edge of a pink stepping-stone was an anthill that had not been there the day before. Elizabeth stooped to watch the ants hurrying this way and that. Did ants find new homes? Did little girl ants have to move if they didn't want to?

She walked on to the corner of the garage and sat on the big smooth rock. It felt cool against her bare legs. Elizabeth could remember when she hadn't been able to see over it and had to walk around it to look at the violets growing in its shade.

Slipping out of her sandals, Elizabeth wriggled her bare toes through the cool grass. She turned her head as the latch on the back gate clicked. Adam, the boy next door, stepped through, and the gate creaked shut behind him. He was eleven years old, and he knew lots of things. He pushed his dark hair back, then took a swing at the patio bells hanging from the apple tree.

As he sauntered up the path toward her, he called out, "Hi, Liz! My dad just told me you'd be moving to Portland soon." Elizabeth nodded. "Great! It's really fun to move. We've moved lots of times, and I always play the moving game."

"What's the moving game?" asked Elizabeth, running one hand slowly along the round side of the rock.

Adam dropped down on the grass in front of her and hugged his knees.

PLEASE GO ON TO THE NEXT PAGE

"Well, I *guess* it's a game. It's a give-and-take thing. You look around your old home and find something you want to take with you to your new home to remind you how much fun you had when you used to live there.

"Then, after *that's* done, you think about the family that will move in next, and you decide on something you can leave for the new kid that will let him know you lived here and liked it. You see, he may not want to move any more than you do."

Elizabeth looked slowly around. "I wouldn't know what to take or what to leave. I just don't want to move," she said dully.

"I know, Liz. But it's something you have to do, so play the game and make it fun. I brought a smooth white rock with little streaks of green from our old home in Tucson, Arizona. And do you know what I left for the new kid? One of my kites, with extra string. I wrote a note and told him if he ran real fast past the garage, through the gate, and then turned right just before the canal, right about there the wind would pick up his kite."

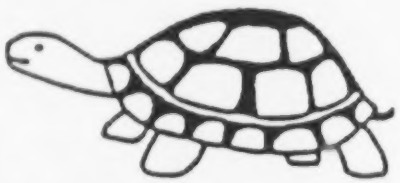
Adam jumped to his feet, grabbed Liz's hand, and said excitedly, "Hey! Why don't you come over and I'll show you all the things from my old homes? I can tell you all the things I left, too."

Elizabeth slipped off the rock and wriggled into her sandals. At the gate, Adam stopped and said, "Hadn't you better tell Mrs. Tuttle where you'll be?"

"Oh! Sure! Wait right there, Adam," she called, as she ran back along the path, hitting every other stepping-stone with a smack. She wondered what she could leave for the next girl who would live in her home.

One of her records? The pink-and-white checked pillow for the window seat in her bedroom? The new book about the turtle who rode to the fair in a lunch basket? Turtle? Of course! The big ceramic turtle that sat on the floor by her bedroom door. She called him Timothy Turtle. He looked so real. He would make *any* girl feel happy.

Elizabeth began to feel warm and bubbly inside as she thought of some other girl looking at Timothy Turtle and smiling at him. Now, what to take? Oh well, Adam could help her decide *that*, after they looked at *his* things.



From "Jack and Jill," copyright © 1976 by Saturday Evening Post Company. Published by Children's Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, IN

35. Which sentence **best** describes Elizabeth's feelings at the beginning of the story?

- **A.** She is upset because she has to move.
- **B.** She is unhappy with her parents.
- **C.** She is resentful of Mrs. Tuttle.
- **D.** She is excited about her new home.

36. Why does Adam share his moving experiences with Elizabeth?

- **A.** to brag about how many times he has moved
- **B.** to help Elizabeth accept her situation
- **C.** to help Elizabeth forget she is moving
- **D.** to make fun of Elizabeth's sadness

37. Why does Elizabeth decide to leave the turtle?

A. Elizabeth knows that the new girl likes turtles.

B. Adam helps her decide to leave the turtle.

C. Elizabeth thinks the turtle would make any girl happy.

D. Adam says that the turtle looks so real.

38. How will Elizabeth most likely act in the future when she meets kids who are moving?

A. She will teach them how to make friends.

B. She will tell them to leave a turtle.

C. She will teach them the moving game.

D. She will tell them how she enjoys moving.

39. What would be the **fastest** way of finding the paragraphs in the story that give the rules for playing the moving game?

A. Scan the story until you see the words "the moving game."

B. Read the story thoroughly from the beginning to the end.

C. Skim and summarize each paragraph.

D. Read the first sentence in each paragraph.

PLEASE GO ON TO THE NEXT PAGE

PLEASE GO ON TO THE NEXT PAGE

The following article describes the first people to live in Minnesota. Read the article and then answer the questions that follow.

THE FIRST MINNESOTANS

On a summer morning in 1932, a crew digging a roadbed through what once had been a glacial lake near Pelican Rapids uncovered a skeleton brittle with age. Archaeologists were summoned. Some estimated the skeleton to be eight thousand years old, while others claimed it was even older. Later research revealed that the skeleton was that of a young girl of about fifteen years of age. Hers are among the earliest human remains found in the upper Midwest. She is now known officially as Minnesota Woman.

The first human beings to enter what we now call Minnesota were the descendants of people who traveled from Asia to North America by crossing a land bridge that once existed in the Bering Sea. After a migration that lasted centuries, tiny bands settled on the banks of Lake Agassiz, a huge glacial lake that covered northern Minnesota thousands of years ago. Scientists believe Minnesota Woman died by drowning in a similar glacial lake, Lake Pelican.

The early Minnesotans probably hunted the exotic animals that once roamed the region — mammoths larger than elephants and giant beavers that weighed 500 pounds (227 kilograms). As the climate warmed, trees sprouted up and the huge Ice Age animals died out. The people then relied on elk and bison for food. They also fished and gathered wild rice, fruits, berries, and nuts.

About six thousand years ago, some of the early people of the Great Lakes region began to use copper. They found the mineral in its pure form along the shores of Lake Superior, and with skilled hands pounded it into tools and weapons. Many historians believe that the men and women of the Great Lakes were the first in the world to use copper.

About 500 B.C., during what scholars call the Woodland era, an amazing mound-building civilization spread into Minnesota. Earthen mounds built by ancient Indian workers were used as grave sites or as centers of worship. Archaeologists at one time identified more than ten thousand mounds in Minnesota. Some of them were effigy mounds in the shape of birds, buffaloes, bears, or snakes. Although many of these mounds disappeared as they were plowed under by farmers or damaged by curiosity seekers, some still remain. Today, families picnic beside the well-preserved pyramid-shaped mounds at Indian Mounds Park in St. Paul. One of the largest mounds still standing in the state is the Grand Mound, which rises on the Rainy River near the town of Laurel.

Between 300 B.C. and A.D. 1000, Indians in the southwestern corner of Minnesota began to mine a red stone called catlinite. From this stone they carved peace pipes known as *calumets*. The pipestone quarries became sacred ground for the Indians, and they traveled long distances to obtain the stone.

Evidence of ancient Indian civilizations is found throughout Minnesota. At a rocky ridge near the town of Jeffers are some two thousand pictures of animals, people, and religious symbols carved on the rocks by long-ago artists. Along the shores of Crooked Lake in the Arrowhead Country are hundreds of fading rock paintings, one clearly showing a sturgeon caught in a net.

From *America the Beautiful: Minnesota* by R. Conrad Stein, © 1991 by Children's Press, Chicago, pages 27-29.

PLEASE GO ON TO THE NEXT PAGE

40. What is the **main idea** of the first paragraph?

A. Thousands of years ago, a glacial lake once existed in Minnesota near Pelican Rapids.

B. The first Minnesotans came from Asia.

C. Minnesota Woman died by drowning.

D. In 1932, archaeologists discovered one of the earliest human remains in Minnesota.

41. According to the article, what did scientists study to learn about Minnesota Woman?

A. a textbook

B. cave paintings

C. a skeleton

D. earthen mounds

42. According to the article, why did the huge Ice Age animals **most likely** die out?

A. They were hunted into extinction by man.

B. The climate changed and became warmer.

C. They were killed by other animals.

D. The trees, fruits, and berries were destroyed.

43. Where did some of the early people of the Great Lakes region find copper?

A. in the mountains

B. beside the banks of Lake Pelican

C. in the caves

D. along the shores of Lake Superior

44. The early earthen mounds were used

A. as grave sites.

B. for rock paintings.

C. at harvest time.

D. as hunting grounds.

The article you are about to read tells you what you should do when you see a flash of lightning and hear the roar of thunder. Read the article and then answer the questions that follow.

Storm Safety

It's a cloudy afternoon. The sky suddenly turns dark. The wind picks up and gray-black clouds begin to roll in faster and faster. Off in the distance, you see a jagged bolt of lightning, and then you hear the rumbling sound of thunder. What should you do? Do you know what to do to be safe during a thunderstorm? Here are some answers to questions that are often asked about lightning and thunderstorms.

FACTS ABOUT LIGHTNING AND THUNDER

Did you know that:

- Florida has more thunderstorms than any other state, with about 100 lightning days per year.
- At any one time there are 1,800 thunderstorms happening around the world.
- A lightning bolt can produce temperatures four times hotter than the surface of the sun.
- One lightning bolt can jump across 90 miles of air.
- In one year, lightning will destroy 2,000 buildings and approximately $30 million worth of timber.

Lightning-Fast Information

1. **Where is the safest place to be during a thunderstorm?**

   A building, such as a house or school, is the safest place to be. Don't use the phone or television. Stay away from the windows, open doors, and the fireplace. Lightning is attracted to metal, so don't stand next to the refrigerator or stove. Avoid sinks, the bathtub, and the shower, too. Lightning can travel along the pipes.

2. **If you are on a bike ride in the country with no buildings in sight, where would you go to be safe?**

   Metal attracts lightning, so get away from your bike quickly. Don't stand near a metal fence, either. Stay away from anything that is tall because lightning is also attracted to the highest point around. So don't run under a tree to avoid lightning. Look for a ditch or low spot to lie in. Huddle under low bushes or in a ravine.

3. **If you are out on the lake in a boat, is it safe to stay there?**

   No. Lightning is attracted to water. If you are swimming or in a boat, get onto land as soon as possible.

4. **How can you tell how far away a thunderstorm is?**

   Thunder sounds scary, but it won't hurt you. In fact, it can be very helpful. If you hear thunder, it means a storm is no more than 15 miles away. And since a storm can travel as fast as 50 miles an hour, the storm could be upon you in a few minutes.

   The sound of thunder can even tell you how far away the storm is. You see the lightning flash almost at the moment it happens. But it takes longer for the sound of thunder to travel to you.

   If you count the seconds between the time you see lightning and the time you hear its thunder, you can tell how far away the storm is from you. It takes about *5 seconds* for the sound of thunder to travel *one mile*. If you count *15 seconds* between a lightning flash and the sound of thunder, you will know that it is about *three miles* away. If the time between lightning flashes and thunder gets shorter, you'll know the storm is getting closer.

   Lightning and thunder can look and sound frightening, but they don't have to be. Knowing where to go and what to avoid can help you be safe during a thunderstorm.

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PLEASE GO ON TO THE NEXT PAGE

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45. If you are home alone during a thunderstorm, you should

A. watch television for weather reports.

B. telephone an adult for help.

C. avoid standing next to the stove.

D. lie down near the window.

46. If you are outside during a thunderstorm, you should avoid all of the following **except**

A. standing near a metal fence.

B. swimming in a lake.

C. looking for a low spot.

D. riding your bike home.

47. How can you tell that a thunderstorm is getting closer?

A. The time between lightning flashes and thunder gets longer.

B. The time between lightning flashes and thunder gets shorter.

C. The time between lightning flashes gets longer and thunder gets shorter.

D. The time between lightning flashes gets shorter and thunder gets longer.

48. Why are the four numbered sentences in heavy type?

A. to review the article

B. to take up space on the page

C. to emphasize the important information

D. to tell the reader how to avoid a thunderstorm

Please go to page 4 in your answer booklet to write your response to question 49.

49. Imagine you have been asked to give a speech on storm safety to first-grade students in your school. What should you say to these boys and girls to keep them safe during a thunderstorm? Support your answer with examples from the article.

END OF SESSION 3

The teacher will instruct you before beginning Session 4.

Reading
Session 4

The teacher will instruct you before beginning Session 4.

Keeping clean today is easy. Long ago it was more difficult to practice good hygiene. Read about several old practices. Then answer the questions that follow.

UNHEALTHY HABITS

The people of the eighteenth century had different ideas about hygiene than we do. Some people washed their hands and face, but most people bathed only a few times each year. Those who cleaned themselves often were considered very strange by eighteenth century standards.

Bathing was difficult because there was no running water, and water had to be heated over the fire. Even if people could have bathed, they would not have done so because they believed that bathing robbed their skin of important oils that protected them from diseases.

Body odors

Lower-class people hardly ever changed or washed their clothes. Most of them only had one outfit for working and one for Sunday. Wealthy people didn't bathe much either, but their clothes were cleaner because they owned more outfits. As you can imagine, people must not have smelled very sweet, but they were used to body odor. Wealthy men and women sprinkled themselves with lavender water or wore small bouquets of flowers called **nosegays** to put a sweet smell near their nose.

Cosmetics

Upper-class men and women wore makeup. Makeup was used to look good, but it had another purpose. People used it to cover **smallpox** scars on their face. Smallpox was a serious disease that left many people with scar-covered skin. In order to hide these scars, people coated their face with white lead powder. Lead is extremely dangerous to one's health and caused sickness and even death. Another way to hide smallpox scars was to stick tiny silk or leather **patches** over them.

Teeth trouble

In the eighteenth century people worked hard at having a white smile. They used a variety of ingredients to clean their teeth. Acid, gunpowder, and sticks made from sea coral all had harmful effects. They wore away the enamel on teeth, causing them to decay and fall out. When people lost all their teeth, they replaced them with false teeth made of porcelain or ivory. Cork balls, called **plumpers**, were placed in the mouth to "pump up" the hollow cheeks caused by missing back teeth.

People wearing plumpers often spoke with a lisp, which became fashionable.

Smallpox patches came in many interesting shapes.

From *Eighteenth Century Clothing*. Published by Crabtree Publishing Company

PLEASE GO ON TO THE NEXT PAGE

50. Which of the following does the author think you know about already?

A. plumpers

B. nosegays

C. eighteenth-century cosmetics

D. hygiene today

51. What was dangerous about eighteenth-century cosmetics?

A. They contained lead, a poison.

B. They covered up smallpox scars.

C. They could be used instead of patches.

D. They were harmful to teeth.

52. Which treatment of teeth hurt the teeth?

A. plumpers

B. acid

C. silk patches

D. white lead powder

53. Which of the following did people of the eighteenth century use to cover up odor?

A. lavender water

B. white lead powder

C. silk patches

D. acid

54. Generally, during the eighteenth century people did **not** know that

A. they produced body odors.

B. there were ways to make sweet smells.

C. smallpox was a serious disease.

D. bathing was a healthy practice.

Please go to page 5 in your answer booklet to write your response to question 55.

55. Describe **three** different ideas people in the eighteenth century had about hygiene. Explain why these ideas were unhealthy.

MINNESOTA COMPREHENSIVE ASSESSMENT PRACTICE TEST
GRADE 5 ANSWER BOOKLET

READING

EXAMPLE 1: A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. Respond on Page 39
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. Respond on Page 40
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. Respond on Page 41
50. _____
51. _____
52. _____
53. _____
54. _____
55. Respond on Page 42

Reading Test — Session 1

Question 19 from page 13 in your test booklet

19.

Reading Test — Session 2

Question 31 from page 20 in your test booklet

31.

Reading Test — Session 3

Question 49 from page 33 in your test booklet

49.

4

Reading Test — Session 4

Question 55 from page 37 in your test booklet

55.

5

Minnesota Comprehensive Assessments
1998 Practice Test
Grade 5 Reading Answer Key

ITEM	KEY	OBJECTIVES	
		QUESTION TYPE	PASSAGE TYPE
1	D	2	3
2	A	1	3
3	D	1	3
4	C	2	3
5	A	1	3
6	B	2	3
7	D	1	4
8	B	1	4
9	B	1	4
10	C	1	4
11	B	1	4
12	D	1	4
13	A	2	4
14	C	2	4
15	D	2	3
16	A	2	3
17	B	2	3
18	C	2	3
19	O	2	3
20	B	2	4
21	C	2	4
22	D	1	4
23	D	1	4
24	C	2	4
25	B	2	4
26	A	1	4
27	C	1	4
28	D	1	4

ITEM	KEY	OBJECTIVES	
		QUESTION TYPE	PASSAGE TYPE
29	C	1	4
30	A	1	4
31	O	1	4
32	C	1	3
33	B	1	3
34	D	2	3
35	A	1	3
36	B	2	3
37	C	1	3
38	C	2	3
39	A	1	3
40	D	1	4
41	C	1	4
42	B	2	4
43	D	1	4
44	A	1	4
45	C	1	4
46	C	1	4
47	B	1	4
48	C	1	4
49	O	1	4
50	D	2	4
51	A	1	4
52	B	1	4
53	A	1	4
54	D	1	4
55	O	1	4

READING OBJECTIVES

QUESTION TYPES

1 = Literal Comprehension

These questions may require students to identify main ideas and supporting details, retell ideas or events in sequence, use contextual cues to identify words, or understand presentations of data in charts, graphs or tables.

2 = Interpretation and Evaluation

These questions may require students to identify ideas not explicitly stated in the text, interpret figurative language, interpret the effect of persuasive messages, make predictions, draw conclusions, summarize ideas, distinguish facts from opinions, or compare and contrast characters, ideas or events based on information in the text.

PASSAGE TYPES

3 = Literary Passages

A literary passage is a fictional passage such as an excerpt from a work of literature, a short story, or a poem.

4 = Informational Passages and/or Practical Passages

These passages are non-fiction. An informational passage is typically an excerpt from a grade level textbook or magazine publication. Practical passages are excerpts from reference materials (i.e. a glossary), a page from a safety handbook or a recipe.

SCORING RUBRICS
and
SAMPLE PAPERS
for
OPEN-ENDED RESPONSE ITEMS

GRADE 5 READING—GENERAL SCORING RUBRIC

An open-response item in reading asks students to write a brief response to a question, using specific information from the passage to develop their ideas. The general scoring rubric for these items appears below.

SCORE	DESCRIPTION
4	Completes all important components of task and communicates ideas clearly Demonstrates in-depth understanding of relevant concepts and/or processes Where appropriate, offers insightful interpretations or extensions (e.g., generalizations, applications, analogies)
3	Completes most important components of the task and communicates clearly Demonstrates understanding of major concepts and/or processes although less important ideas or details may be overlooked or incorrect
2	Completes some important components of the task and communicates clearly Demonstrates gaps in conceptual understanding
1	Shows minimal understanding Unable to generate strategy, or answer is limited to recall Response lacks clear communication
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response

This rubric provides the framework for the development of item-specific rubrics, which are used during the actual scoring of the responses.

GRADE 5 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the fifth-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: An Ancient Chinese Tale

19. Following the pattern in the story, tell the next **two** events that might happen. Explain how your answer fits the story pattern.

SCORE	DESCRIPTION OF ANSWERS TO AN ANCIENT CHINESE TALE PASSAGE
4	Shows a complete understanding of the pattern in the story (bad news then good news) by telling two new events that are related and might logically happen next in the story. Student accurately explains how his/her new events follow the pattern of the story.
3	Shows an understanding of the pattern in the story by telling two new events that are either related or not related and/or accurately explains the story pattern.
2	Shows a basic or literal understanding of the events in the story and tells one or two events that might happen next in the story but does not understand the pattern in the story.
1	Shows a minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response

Reading Test — Session 1

Question 19 from page 13 in your test booklet

19. The next thing would be an avalanch that would destroy his house. Then the people would come and say to him, "that is sad that only your house was knocked down by the avalanch." The man would say to them, "why do you think this is a bad happening."

The next day he found that all the rocks that had fallen on his house had gold in them. That same day he went into town and bought workers to make him an even better house, with all the gold he had found.

My answer fits into the story because every time something bad happens to the man something good comes in return. But after something good happens something bad happen too. And so the story goes.

Score Point: 4

This response shows a complete understanding of the pattern in the story, with events which are directly related (leading into one another), and which go from bad to good. This continuation of the story pattern alone earns three points, as it indicates the student's understanding, while a fourth point is earned for the student's articulation (their explanation in the final paragraph) of their understanding of the events.

Reading Test — Session 1

Question 19 from page 13 in your test booklet

19. The next day while his wife was sitting on the bed with her son, a earthquake came through and destored there house and know other house.

The neighbors decided to come over because it seemed like a tragic mess to them. They said "I am so very sorry about your house."

"Oh do not be sadden by the news it may not be bad luck."

The next day was the day the elected a new governor and he was choosen. He got to move into a huge, giagantic house.

The flu had been going around for a couple of weeks now and his wife was so misforched and had been striken with it. She end up in the hopitail for a couple of weeks.

His new neighbor came over and said "I'm so sorry your wife has gotton sick. I'm sure its just bad luck."

"How do you know it is bad luck?"

The neighbor walked away in diestrust.

Score Point: 3

In order to earn a 3, the student must show an understanding of the story pattern; the events put forth by this student, alternating between bad (earthquake), good (elected governor, new house) and bad (ill wife), indicate the student's understanding of the story pattern and as a result earns three points. A fourth point, however, is not given, as the student never explains how his/her events follow the pattern.

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Reading Test — Session 1

Question 19 from page 13 in your test booklet

19. A few years later I he would come home from war and see son badly injuried. The neighbors came to express sympathy, the old man's son is badly injuried. "Such bad luck!" they commiserted.

A few days after the old man was badly injuried. Once again the neighbors came to express sympathy, the old man is badly injuried. "Such bad luck.

The next day theifs came through the village and took the old man's son, far, far away, and he never saw him again.

Score Point: 2

While this student understands enough of the question to predict the next events which might occur in the story, the student nonetheless does not understand the pattern of the story. While the events in the story alternate between good and bad, the events in this student's response go from bad to worse (three negative events in a row). This lack of understanding of the story pattern means the response can earn no higher than a 2.

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Reading Test — Session 1

Question 19 from page 13 in your test booklet

19. The people of the vill spoke then the old man spoke and so on.

Score Point: 1

This response shows a minimal understanding of the question. While the student was asked to predict the future ("tell the next two events that might happen"), instead he/she simply offered a recap of the story's events. This limited understanding earns only one point..

Reading Test — Session 1

Question 19 from page 13 in your test booklet

19. The next day a warland came through the village and took all the able-bodied young men off to war. All but the old man's son.

Score Point: 0

While this student has clearly seen the story of "An Ancient Chinese Tale," they have simply recopied the ending of the story. This is considered "incorrect or irrelevant," and is one kind of 0.

The other type of 0 is the response that indicates the student has seen the article; but pursues a totally irrelevant discussion of an element mentioned in the article unrelated to the prompt. In the example from "The Great Uniform Debate" the student focuses on "fighting" and not on uniforms.

GRADE 5 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the fifth-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: Sweet Licorice, Sour Lemons

31. Choose **one** of your favorite foods. Using information from the article, explain several ways in which your sense of taste helps you enjoy your favorite food.

SCORE	DESCRIPTION OF ANSWERS TO SWEET LICORICE, SOUR LEMONS PASSAGE
4	Identifies a favorite food and the taste in that food. Uses appropriate, significant examples from the article to show a complete understanding of how the significant process of taste works when he/she is eating a favorite food.
3	Identifies a favorite food and may or may not identify the taste in that food. Response uses somewhat appropriate examples from the article to show a basic understanding of how the process of taste works.
2	Identifies a favorite food and may or may not identify the taste in that food. Response uses limited examples from the article to show a partial understanding of how the process of taste works.
1	Identifies a favorite food and/or shows a vague understanding of how the process of taste works.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

Some key facts from the article:

Brain Nerves send messages to the brain so you can taste what you eat

Tongue The tongue is covered with papillae that help you taste

Flavor (Four Basic Tastes)
1. Sweet on the tip of the tongue
2. Salty on the side of the tongue
3. Sour on the side of the tongue
4. Bitter on the back of the tongue

Temperature Hot enhances sweetness; cold enhances bitterness

Texture Crunchy vs mushy; smooth vs grainy

Smell Can't taste if you have a stuffy nose

Age As you get older, the sense of taste weakens

Reading Test — Session 2

Question 31 from page 20 in your test booklet

31. One of my favorite foods is tomatoes with sugar.

My sense helps me enjoy my favorite food by taste buds that make a nerve send a message to the brain which tells you if you like it our not.

My sense of touch also helps me like my favorite food by seeing if the food is crunchy, soft, or any other kind of texture.

Another sense that helps me enjoy my food is smell. The nose has a nasal cavity which is connected to the mouth. When I chew my food some of the small, tiny parts drift up my mouth to the nasal cavity.

That is how I can enjoy eating my favorite food, tomatoes and sugar.

The tomatoes would go to my bitter taste buds and the sugar would go to the sweet taste buds to make my food taste good.

Score Point: 4

This response identifies both the student's favorite food ("tomatoes with sugar"), and the taste of that food (in the final paragraph, tomatoes are "bitter" and sugar is "sweet"). Furthermore, the student uses appropriate and significant examples from the article which show an understanding of the taste buds at work, including a discussion of both the brain and the nose and their effect on the tasting process. As the response provides all which is required to earn the maximum score, this student is awarded a four.

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Reading Test — Session 2

Question 31 from page 20 in your test booklet

31. My favorite food is stuffing. The older you are the less taste buds you have, so you start liking more foods than you did when you were younger. Also smell is importan too. With out smell it don't taste like nothing. That's why when your sick with a runny nose you don't taste anything because your need scent too. another thing is touch. Weather it's hard or smoothe

Score Point: 3

One point is immediately awarded in this response for the identification of "stuffing" as the student's favorite food. A second and third point are also then given for the appropriate examples from the article showing the taste buds at work ("the older you are, the less taste buds you have…," and "…when your sick with a runny nose you don't taste anything.") However, no more points are given here, as the student never identifies the taste of stuffing, which is a requirement for a four.

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Reading Test — Session 2

Question 31 from page 20 in your test booklet

31. One of my favorite foods is macaroni and cheese from Kraft. The taste of macaroni depens on how you make it. One of the ways I think it taste good is because of the cheese and just my taste buds. I think out of the four basic types of taste I think salty is pritty mane in mac and cheese.

Score Point: 2

This response earns one point for identifying macaroni and cheese as the student's favorite food. Additionally, a second point is earned for a partial understanding of how the process of taste works, in that the student realizes there are "four basic types of taste", including "salty".

Reading Test — Session 2

Question 31 from page 20 in your test booklet

31. My favorit food is chicken nuggets

Score Point: 1

This response identifies the student's favorite food, which alone earns one point. The response, although minimal, shows at least some understanding of the question being asked.

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GRADE 5 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the fifth-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: Storm Safety

49. Imagine you have been asked to give a speech on storm safety to first-grade students in your school. What should you say to these boys and girls to keep them safe during a thunderstorm? Support your answer with examples from the article.

SCORE	DESCRIPTION
4	Shows an in-depth understanding of the key storm safety rules that boys and girls should follow if they are both inside a building and outside. Uses significant examples from the article and/or offers an insightful interpretation.
3	Shows a complete understanding of most of the key storm safety rules if they are both inside and outside.
2	Shows a basic understanding of some of the key storm safety rules if they are inside and outside. Uses weak or limited examples from the article.
1	Shows a minimal/vague understanding of storm safety rules.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

Reading Test — Session 3

Question 49 from page 33 in your test booklet

49. When there is a thunderstorm you should eithier be in a house, school or some kind of building. If you are in the middle of know where you should get in the lowest spot like a ditch or field, just lay down.

If you are in a building stay away from windows, open doors, and fire places. Stay off the phone and T.V. Do not go by metal things like a stove or refrygerators because lighting likes metal. Try not to use sinks, bathtubs, and showers too. Lighting can travel through pipes.

When your in the middle of know where stay away from trees, metal fences, metals, and tall things. Don't go by tree because lighting goes for tall stuff. You already know lighting is attracted to metals. Stay out of water.

You can tell how far a thunde storm is by how far lighing is from thunder.

Score Point: 4

This response is awarded a four as it offers the students a wealth of text-based advice, including information for the students if they are both inside and outside. Along with the large amount of safety advice presented, the student further makes clear their in-depth understanding of storm safety by explaining why they should follow the advice (i.e., "lightning likes metal," "lightning goes for tall stuff"). As this student's understanding is very clear, the maximum four points are awarded.

Reading Test — Session 3

Question 49 from page 33 in your test booklet

49. I would have them ask questions and I would answer them. If they didnt ask questions that weren't as important I would say:

Don't go in the water.
Go in a ditch if there are Know building
Don't ride your bike
Stay away from the frig telephone + windows (etc.)
If there is a storm stay in a house, school (etc.)
Don't stand under anything tall
Don't put an umbrella over your head.

Score Point: 3

This response earns a three for the depth of its advice. It shows a complete understanding of most of the key storm safety rules, as well as presenting information for students if they are both inside and outside. As advising the students on their safety both in-side and outside is a requirement of the three, the fact this response does so (as well as the quantity of its advice) earns it this score point.

Reading Test — Session 3

Question 49 from page 33 in your test booklet

49. Don't go near any metal things. And go some were safe. Stay away from tall things like trees.

Score Point: 2

While still a minimal response, this student earns a 2 for a more basic understanding of some key storm safety rules. This student identifies two separate and specific bits of storm safety advice ("don't go near any metal things" and "stay away from tall things like trees"), both of which come directly from the text. This sound, text-based advice (and more than one piece of it) means the response must earn more than a one, while the minimal nature of the response as a whole means it can earn no more than two.

Reading Test — Session 3

Question 49 from page 33 in your test booklet

49. Dont go outside in a thunder storm.

Score Point: 1

This response is the picture of a minimal/vague" understanding of storm safety rules. Only one piece of advice is given, and that advice is only tenuously tied to the text. While this is sound advice concerning storm safety, the response is too limited to be anything but a 1.

GRADE 5 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the fifth-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: Unhealthy Habits

55. Describe **three** different ideas people in the eighteenth century had about hygiene. Explain why these ideas were unhealthy.

SCORE	DESCRIPTION OF ANSWERS TO QUESTIONS ABOUT HYGIENE
4	Student thoroughly and accurately describes three different ideas people in the 18th century had about hygiene and gives an in-depth explanation from each idea as to why these old practices were unhealthy.
3	Student describes three different ideas people in the 18th century had about hygiene but gives a less fully developed explanation for each idea or only gives reasons as to why two of these old practices were unhealthy. May have some minor inaccuracies in interpretation of facts.
2	Student accurately describes two different ideas people in the 18th century had about hygiene but gives a less fully developed explanation for each idea or only gives reason as to why both of these ideas were unhealthy. May have some minor inaccuracies.
1	Student gives one idea people in the 18th century had about hygiene and gives one or no reasons as to why these ideas were unhealthy. May have major inaccuracies.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

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Reading Test — Session 4

Question 55 from page 37 in your test booklet

55. 18th century people only a few times a year because there thought bathing robbed the skin of oils that helped fight disese. That is unhealthy because you smell and get very dirty. Upper-class men and women wore makeup to cover smallpox scass and it was unhealthy because what they used was white lead.
Lead is very bad for your health some people even died form it. 18th century people used acid, gunpowder, and sticks made from coral. this made their teeth fall out.

Score Point: 4

The writer of this response completes all the components of the task by discussing three unhealthy habits. Although the writing would benefit by further elaboration upon the last habit (teeth cleaning), the writer successfully demonstrates in-depth understanding by thoroughly and accurately explaining the other practices and their consequences.

Reading Test — Session 4

Question 55 from page 37 in your test booklet

55. People in the eighteenth century weren't very smart. First of all, they hardly ever took a real bath! (Yuk!) That caused them to be dirty and possibly infected. Second of all, they covered their faces with a harsh lead powder. Lead is a poison that can cause sickness or death. Last but not least, they cleaned their teeth with acid that made them fall out.

Score Point: 3

The writer of this response completes all the components of the task by discussing three practices and explaining why these practices were unhealthy. While this writer demonstrates understanding of the major concepts, less important details are overlooked. (Why did they cover their faces with lead? What else was used to clean their teeth? Why did their teeth fall out?) In order to receive a 4, the writer would need to provide a more in-depth explanation of these concepts.

Reading Test — Session 4

Question 55 from page 37 in your test booklet

55. Peoples hygine unhealthy caises were unhealthy because lead could kill or make people sick. They didn't bathe which made them have lots of oder. And the people didn't brush there teeth which made them rotten & fail out.

521Score Point: 2

The writer of this response completes some important components of the task by explaining two 18th century hygienic practices and why these were unhealthy (i.e., not bathing makes a smell and not brushing makes your teeth fall out). One of these ideas contains a minor inaccuracy. (They did brush, just not with a toothbrush). Additionally, the writer demonstrates a gap in understanding by mentioning the dangers of lead, without explaining what practice utilized lead. Had the author included an explanation of this practice, this piece could have received a 3.

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Reading Test — Session 4

Question 55 from page 37 in your test booklet

55. Some people washed their hands and face but, most people bathed only a few time each year. 2. Those who cleand them selves often were consi derd very strang by eighteenth century standards. 3. Bathing was difFicult because there was no running water and water had to be heated over the fire

the End

Score Point: 1

The writer of this response demonstrates minimal understanding of the prompt and the passage by discussing only one idea people in the 18th century had about hygiene ("Those who cleaned themselves often were considered very strang…"). Although this idea is discussed at length, the writer fails to give a reason as to why this idea was unhealthy.